Placement Considerations Checklist for
Students who are Deaf and Hard of Hearing

This checklist is intended to assist with placement considerations for deaf or hard of hearing students. Information should be obtained through observation and discussion among the teachers, school staff, and parents. Placement decisions consider the student's communication, academic, and social needs in the context of the proposed learning environment.

Teacher Interview

Name of School: _____ Date of Observation: _____

Individual Interviewed: _____
  ____ Deaf Education Teacher   check type: □classroom □itinerant □consultative □co-teacher
  ____ General Education Teacher   ____ Special Education Teacher   ____ Other
    If not a deaf education teacher, describe previous experience with students who are deaf or
    hard of hearing:_____
    _____

Grade: _____   Student: adult ratio in classroom: _____

Student's communication mode(s): _____   Mode(s) observed in classroom: _____

Student's language level: Receptive_____   Expressive_____

Total number of students in classroom: _____   Number of students with hearing loss: _____

Average speaking/signing distance between teacher and student: _____ft

Amplification used or available: __Personal FM __Classroom FM/Infrared __None Other_____

Educational Interpreter assigned:? __Yes __No   Meets state's minimum standard? __Yes __No

Related and Support Services:

Area	Available?		Has had training with D/HH?		# of hours in classroom/week
Speech-language therapy	□ Yes	□ No	□ Yes	□ No	_____
Educational audiology	□ Yes	□ No	□ Yes	□ No	_____
Occupational therapy/physical therapy	□ Yes	□ No	□ Yes	□ No	_____
Psychology	□ Yes	□ No	□ Yes	□ No	_____
Counseling by psychologist or social worker	□ Yes	□ No	□ Yes	□ No	_____

Other support services available: __Deaf/Hard of Hearing Role Models
 __Parent counseling and training   __Parent Support Groups/Activities
 __Transportation   __After school programs

Comments_____

_____

_____

_____

_____

_____

Classroom Observation

I. Classroom- Physical Environment	YES	NO
1. Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisier.)	____	____
2. Is the room adequately lit? (Lighting and shadows may affect speechreading and signing abilities.)	____	____
3. Is the ambient noise level for the classroom within recommended standards (noise ≤35dbA and reverberation ≤.6 sec, ANSI S12.60.2002)?	____	____
4. Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?	____	____
5. Are noise sources in the classroom minimized (e.g., fish tanks, ventilation/heater fans, computers)?	____	____
6. Does noise from adjacent spaces (hallways, outside the building) spill over into classroom?	____	____

Comments_____

_____

II. General Learning Environment	YES	NO
7. Does teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from students?	____	____
8. Are there a variety of centers (fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy) or opportunities for demonstrating learning?	____	____
9. Is there a schedule identifying daily routines?	____	____
10. Is there a behavior management system that provides clear structure for the class and consistent rules?	____	____
11. Is the curriculum standards-based including a variety of themes, topics, and children's literature?	____	____
12. Does the teacher use lesson plans to guide daily activities?	____	____
13. Are activities modified to meet a variety of students' needs?	____	____

Comments_____

_____

III. Instructional Style	YES	NO
14. Classroom Discourse and Language		
a. Are the teacher(s) and other adults good language models for the student?	____	____
b. Is language consistently accessible to this student?	____	____
(If sign is used, do all adults in the classroom consistently sign, including their communications with other adults?)		
c. Are peer responses repeated?	____	____
d. Is vocabulary and language expanded by an adult?	____	____
15. Teacher's Speaking Skills		
a. Is enunciation clear?	____	____
b. Is rate appropriate?	____	____
c. Is loudness appropriate?	____	____

d.   Is facial expression used to clarify the message?   ____   ____
e.   Are gestures used appropriately?   ____   ____
f.   Are teacher's (or other speaker's) lips available for speechreading?   ____   ____
g.   Is teacher's style animated?   ____   ____
h.   Is a buddy system available to provide additional assistance or clarification?   ____   ____

16. Use of Visual Information
a.   Are props or other visual materials used for stories and activities?   ____   ____
b.   Are appropriate attention-getting strategies utilized?   ____   ____
c.   Are overhead projectors, VCRs and other equipment to provide visual supplements utilized?   ____   ____
d.   Is computerized notetaking, or a comparable procedure, utilized to support access to course content, instruction, and discourse amongst the class?   ____   ____

17. Oral Discussion/Small Group/Circle Time
a.   Are all students encouraged to share and participate?   ____   ____
b.   Does the teacher face the students when speaking?   ____   ____
c.   Do the students face one another when speaking?   ____   ____
d.   Does the teacher lead group activities in an organized and child-friendly manner?   ____   ____
e.   Is appropriate wait time utilized to encourage students to think and participate?   ____   ____
f.   Are students seated within the teacher's "arc of arms"?   ____   ____
g.   Does teacher obtain eye contact prior to and while speaking?   ____   ____
h.   Is the FM microphone passed around to all speakers?   ____   ____

18. Use of Sign   __Not Applicable
a.   If an educational interpreter is assigned to the student, does the interpreter promote student self-advocacy yet assure full access to all communication in the classroom?   ____   ____
b.   Is the interpreter familiar with the student's IEP, and does s/he know their role in its implementation?   ____   ____
c.   Is sign consistently used by all adults in the class?   ____   ____
d.   Are teachers and paras proficient in the sign mode of the child?   ____   ____
e.   Is sign consistently used by all students in the class?   ____   ____
f.   Does the type of sign used in the classroom match the signs used by this student?   ____   ____
g.   Is fingerspelling used?   ____   ____
h.   Are there opportunities for parents and peers to learn to sign?   ____   ____
i.   Do they take advantage of them?   ____   ____

19. Opportunities for Hands-on Experience
a.   Are a variety of materials available?   ____   ____
     Check those used: _books   _visual props _audio tapes _video tapes _objects for dramatic play   _manipulatives
b.   Are stories experienced in a variety of ways?   ____   ____
c.   Are there field trips?   ____   ____
e.   Are art and sensory activities conducted?   ____   ____

20. Amplification/Equipment   __Not Applicable
a.   Are personal amplification (hearing aids/cochlear implant) and assistive devices (FM, infrared) checked at school each day?   ____   ____

b. Is amplification used consistently in all learning environments?   ____   ____

Comments_____

_____

Reflection

IV. Individual Student Considerations	YES	NO

21. Communication Considerations & Student's Language Abilities
Think about how this student communicates thoughts, ideas, and needs. Think about how this student communicates and interacts with other students. Will his/her communication needs be nurtured in this classroom environment? Does this student have sufficient language abilities to benefit from instruction in the classroom (generally within 2 years of most students in the class)? Will this student develop English language competency in this environment?   ____   ____

22. Social Interactions, Self-Concept, and Self-Advocacy   ____   ____
Think about how this student plays alone and in groups. Think about how this student interacts with other students. Will this student's social skills and self-concept be nurtured in this classroom environment? Will this student be encouraged to develop self-advocacy skills?

23. Auditory Skills   ____   ____
Does this student attend well? Is this student able to listen in noise? Think about what this student does when he/she cannot hear? Does this student take responsibility for his/her hearing aids? Will this student's auditory needs be supported in this classroom, lunchroom and all other school environments? Is the staff qualified and able to support the student's auditory needs?

Comments_____

_____

V. School Culture	YES	NO
24. Is there evidence that the school administration supports students with disabilities?	____	____
25. Is the school/district administrator knowledgeable about hearing loss?	____	____
26. Is the school committed to making the necessary accommodations for students with hearing loss?	____	____
27. Is the teacher open to consultation with other professionals or specialists?	____	____
28. Does the teacher provide opportunities for individualized attention?	____	____
29. Is the teacher welcoming of students with special needs?	____	____
30. Is the teacher willing to use amplification technology (hearing aids, FMs, cochlear implants)?	____	____
31. Are the extra-curricular (sports, drama, clubs) staff and settings going to assure communication access for this student?	____	____

Comments_____

_____